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AUTHOR Waddell, Bob; Bonnstetter, Ron

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ABSTRACT

This document is an instructional module package prepared in objective form for use by an instructor familiar with public relations aspects of water and wastewater treatment plant management. Included are objectives, instructor guides, student handouts, and transparency masters. The module is divided into three sub-modules addressing customer relations, complaint handling and public speaking. It entails methods, circumstances, attitudes and opportunities to affect public opinion favorably. (Author/BH)

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PUBLIC RELATIONS

Training Module 4.320.3.77

Prepared for the

Iowa Department of Environmental Quality
Wallace State Office Building
Des Moines, Iowa 50319

by

Bob Waddell
Journalism Coordinator
Ron Bonnstetter
Project Director
Iowa Lakes Community College
300 South 18th Street
Estherville, Iowa 51334

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September, 1977

SE 024 144

SUMMARY

Module No:	Module Title: Public Relations
	Submodule Title: 1. Customer Relations 2. Complaint Handling 3. Public Speaking
Approx. Time:	Topic:

Objectives:

Students upon completion of this module will be able to:

1. Define and explain the need for public relations.
2. Explain the processes and procedures to generate favorable public relations through mass & interpersonal communication.
3. Identify the attitudes, methods and procedures needed to handle various kinds of complaints.
4. Plan and deliver informative and persuasive talks to particular audiences.

Instructional Aids:

Transparencies
Handouts

Instructional Approach:

Lecture, Discussion, Role-playing, Speeches, Form construction, Writing, and Critiquing.

References:

1. Public Relations in Government, Institute of Public Affairs of the University of Iowa, 1972.
2. Effective Public Relations, 4th ed., Cutlip and Center, Prentice-Hall, 1971.
3. Communications for Leadership series, Edward E. Scannell, McGraw-Hill, 1970.
4. Principles and Types of Speech, 7th ed., Monroe [illegible]hninger, Scott, Foresman, 1974.
5. Supervision: Concepts and Practices of Management, Haimann and Hilgert, Southwestern Publishing Co., 1972.
6. Speak with Confidence, Vasile and Mintz, Winthrop Publishers Inc., 1977.
7. Finding Facts, Rivers, Prentice-Hall, 1975.

Class Assignments:

8. Interpersonal Speech-Communication, Keltner, Wadsworth, 1970.
9. Fundamentals of Interpersonal Communication, Giffon & Patton, Harper & Row, 1976.
10. Community Journalism, Kennedy, Iowa State University Press, 1974.
11. Oral Communication: Message and Response, 3rd ed., Samovar and Mills, Wm. C. Brown Co., 1976.
12. Communications Handbook, 3rd ed., American Association of Agricultural College editors, 1976.
13. Supervisory Management in the Water/Wastewater Field, Environmental Protection Agency, 1976.
14. The Process and Effects of Mass Communication, Schrann and Roberts, University of Illinois Press, 1974.
15. Practical Technical Writing, Ritchie R. Ward, Alfred A. Knopf, 1976.
16. The Elements of Style, 2nd ed., Strunk and White, Macmillan, 1972.
17. The Nature of Public Relations, John E. Marston, McGraw-Hill, 1963.
18. Handbook of Public Relations: The Standard Guide to Public Affairs and Communications, 2nd ed., Stephenson, McGraw-Hill, 1970.
19. Newswriting and Reporting Public Affairs, 2nd ed., Chilton R. Bush, Chilton Book Co., 1970.
20. Modern Newspaper Editing, 2nd ed., Gilmore and Root, Boyd & Fraser Publishing Co., 1976.

Module No:	Module Title: Public Relations
	Submodule Title: Customer Relations
Approx. Time:	Topic:

Overall Objectives:
Students upon completion of this submodule will be able to:
1. Identify the two aspects of public relations - communications & service.
2. Examine plant operators' opportunities to use interpersonal communication effectively.
3. Examine plant operators' opportunities to use mass communication effectively.
4. Describe the four-step cycle to effectively promote the treatment plant image: fact-finding, planning, action, feedback.

Instructional Aids:

Transparencies

Handouts

Instructional Approach:

Lecture
Discussion
Writing

References:

1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 17, 18

Class Assignments:

Module No:	Module Title: Public Relations
	Submodule Title: Customer Relations
Approx. Time:	Topic: Communications/Service

Objectives:

Students will:
1. Describe the communications model.
2. Explain how communications and service are interdependent and symbiotic.

Instructional Aids:

Transparencies

Handouts: communication model

Instructional Approach:

Lecture

Discussion

References:

1, 2, 3, 4, 8, 9, 11, 12, 14, 18

Class Assignments:

Read handouts

Discuss

Module No:	Topic: Communications/Service	
Instructor Notes:		Instructor Outline:
Ask question of class. (In any case you ask a question and no one volunteers an answer, ask a specific student for his opinion.) Read and discuss PRH-1. Handout PRH-2 and Transparency PRT-1 go over. (Emphasize elements in the model and possibilities for static.) Go over PRH-3 (note the importance attitudes have) Ask why service and communication are partners. Transparency PRT-2 and Handout PRH-4 go over. Have class members recount poor decisions by local government that adversely affected their work. Emphasize that service and communication are interdependent.		1. Why learn public relations? a. To affect public opinion. b. To make our job easier. 2. The communications model a. communicator b. message c. receiver d. feedback 3. Factors in effective communication a. message formulation b. passing message to media c. media communication d. message flow e. feedback 4. Service/communication partnership a. symbiotic

Module No:	Module Title: Public Relations
	Submodule Title: Customer Relations
Approx. Time:	Topic: Interpersonal Communication

Objectives:

Students will:

1. State why interpersonal communication is important to water treatment plant's P.R.
2. Cite criteria for effective interpersonal communication.
3. List opportunities for interpersonal communication for plant operators.
4. Explain how interpersonal communications can help plant operators influence government decision-making.

Instructional Aids:

Transparencies

Handouts: interpersonal communication

Instructional Approach:

Lecture

Discussion

References:

1, 2, 3, 8, 9, 11, 13, 18

Class Assignments:

Read handouts

Discuss

Module No:	Topic: Interpersonal Communication	
Instructor Notes:		Instructor Outline:
Ask students to pair up with someone they don't know or know very little and have each of the pair tell the other's name, where from and what good thing happened to them today. Students will not take notes, but listener will report on what speaker told him to the class.		
Stress that both are necessary to P.R.		1. There are 2 kinds of communication: a. mass communication (through media) b. interpersonal communication (one-to-one or small group)
Ask question of class. Emphasize "<u>both</u>"		2. Why is interpersonal communication important to the water treatment plant's P.R.? a. People form opinions and attitudes on the basis of <u>both</u> interpersonal and mass communication.
Handout PRH-5 and Transparency PRT-3 read and discuss. Have class cite opportunities for plant operators to reach different kinds of people through interpersonal communication (list on blackboard)		3. Effective Interpersonal Communication a. Emphasize b. Know yourself c. Listen d. Be positive e. Watch for feedback
Have class explain how interpersonal communication can help in affecting responsible government decision-making.		4. Interpersonal Communication helps: a. government decision-making 1. contacts in government can help you assess your relations and gain you an ear b. public opinion 1. the same as above

Module No:	Module Title: Public Relations
	Submodule Title: Customer Relations
Approx. Time:	Topic: Mass Communication

Objectives:

Students will:
1. Cite criteria for effective written communication.
2. List opportunities for mass communication.
3. Identify the four functions of communication.
4. Write news releases for specific events using the three steps for communication: surveying, extracting, treating.

Instructional Aids:

Transparencies
Handouts: written communication
sources of information
four functions of communication
news release facts

Instructional Approach:

Lecture
Discussion
Writing

References:

1, 2, 4, 7, 12, 14, 15, 16, 17, 18, 19, 20

Class Assignments:

Read handouts
Discuss
Write news releases and rewrite if needed.

Module No:	Topic: Mass Communication	
Instructor Notes:		Instructor Outline:
Handout PRH-6 and Transparency PRT-4 go over. Read and discuss Handout PRH-7 and Transparency PRT-5 Handout PRH-8 (give out and note that this handout helpful in first step) Handouts PRH-9 & 10 Have students write news releases based upon the facts given in PRH-9. It will be due next class. Go over PRH-10 which is a sample news release.		1. Four functions of communication a. Inform b. Instruct c. Persuade d. Entertain 2. Three steps to effective communication a. Surveying b. Extracting c. Treating 3. News releases a. practice

Module No:	Module Title: Public Relations
	Submodule Title: Customer Relations
Approx. Time:	Topic: P.R.'s Four-step Approach

Objectives:

Student will:
1. List sources of information and attitude assessment: fact - finding.
2. Describe short-range comm. goal-setting: planning.
3. State criteria of effective communication: action.
4. Explain methods of evaluation: feedback.

Instructional Aids:

Transparencies
Handouts: sources of information
goal-setting and timetable
communication tips
methods of evaluation

Instructional Approach:

Lecture

Discussion

References:

1, 2, 7, 14, 17, 18, 19, 20

Class Assignments:

Read handouts

Discuss

Module No:	Topic: P.R.'s Four-Step Approach	
Instructor Notes:		Instructor Outline:
Read and discuss Handout PRH-11 and Transparency PRT-6. Handouts PRH-12, 13, 14, & 15		1. P.R.'s Four-Step Approach a. Analysis b. Treatment c. Distribution d. Recovery 2. Four steps a. Analysis 1. information and attitude assessment b. Treatment 1. planning c. Distribution 1. communicate d. Recovery 1. feedback

Module No:	Module Title: Public Relations
	Submodule Title: Complaint Handling
Approx. Time:	Topic:

Overall Objectives:

Students upon completion of this submodule will be able to:
1. Describe the attitude necessary for handling complaints.
2. Explain methods used to transform complaints into needed feedback.
3. Examine procedures for recording and reporting complaints

Instructional Aids:

Transparencies

Handouts

Instructional Approach:

Lecture
Discussion
Role-playing
Construction of report form

References:

1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 18

Class Assignments:

Module No:	Module Title: Public Relations
	Submodule Title: Complaint Handling
Approx. Time:	Topic: Attitudes

Objectives:

Student will:
1. Characterize the emotions of complainants.
2. Identify elements involved in defusing angry calls.
3. Examine how the answering of complaints and requests for information are a part of the service plant operators provide, not an interruption to service.

Instructional Aids:

Transparencies

Handout: telephone tips

Instructional Approach:

Lecture

Discussion

References:

1, 2, 6, 8, 9, 10, 12, 17, 18

Class Assignments:

Read handouts

Discuss

Module No:	Topic: Attitudes	
Instructor Notes:		Instructor Outline:
First ask class to characterize the emotions of the usual complaint callers, then ask how they react to angry callers.		
Go over Handout PRH-16		1. Attitudes importance a. Yours b. Others
Read and discuss Handout PRH-17 and Transparency PRT-7. Emphasize the importance of techniques to acknowledge feelings, listen intently, solve problems, ask questions and really care.		2. Telephone tips a. Defuse angry callers b. Know how to handle complaints c. Follow through
Handouts PRH-18, PRH-19 PRH-20 and PRH-21		3. Practice handling complaints.
Have all members of the class participate in role-playing - two at a time. Rest of class will listen and comment following each pair's role-playing. Class should decide what information would be recorded and whether complaint needs immediate handling.		

Module No:	Module Title: – Public Relations
	Submodule Title: Complaint Handling
Approx. Time:	Topic: Extracting Feedback

Objectives:

Students will:
1. Categorize types of complaints and information to be recorded.
2. Practice handling complaints through role-playing.

Instructional Aids:

Transparencies

Handouts: listening
questioning

Instructional Approach:

Lecture
Discussion
Role-playing

References:

1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 17, 18

Class Assignments:

Read handouts
Discuss
Role-playing

Module No:	Module Title: Public Relations
	Submodule Title: Complaint Handling
Approx. Time:	Topic: Recording, Reporting Complaints

Objectives:

Students will:

1. Discuss the need to investigate complaints promptly.
2. Identify some categories of treatment plant complaints.
3. List information to be recorded from complaint calls.
4. Modify the "Sample Complaint Report" to suit your plant situation (if your plant does not already have one).
5. Describe procedures for assessing the validity of complaints & incorporate it in above report (if not already).

Instructional Aids:

Transparencies

Handouts: "Sample Complaint Report"

Instructional Approach:

Lecture
Discussion
Form construction

References:

1, 3, 18

Class Assignments:

Discuss

Construct form

Module No:	Topic: Recording, Reporting Complaints	
Instructor Notes:		Instructor Outline:
Discuss the need to investigate complaints promptly. Identify some types of complaints made to treatment plant operators. (e.g. wrong department, property owner's problem, sewer backup, etc.) You may want to list on blackboard. List necessary information to be recorded from complaint calls. Go over handout PRH-22 Modify "Sample Job Order Form and Complaint Report" to suit your plant situation or incorporate necessary information into existing work order or other form used at your plant. Enumerate procedures for assessing the validity of complaints and incorporate into form to be used at your plant.		1. Recording complaints a. Name of complainor, person taking call. b. Time of complaint and date c. Nature of complaint d. Where complaint is to be sent next: routing 2. Reporting complaints

Module No:	Module Title: Public Relations
	Submodule Title: Public Speaking
Approx. Time:	Topic:

Overall Objectives:

Students upon completion of this submodule will be able to:
1. Utilize each of the three steps in speech planning, surveying, extracting, treating.
2. Incorporate elements of effective delivery in speeches and speech critiquing.

Instructional Aids:

Transparencies

Handout

Instructional Approach:

Lecture
Discussion
Critiquing

References:

1, 2, 3, 4, 6, 7, 8, 11, 12, 15, 18

Class Assignments:

Module No:	Module Title: Public Relations
	Submodule Title: Public Speaking
Aporox. Time:	Topic: Speech Planning

Objectives:
Students will:
1. List and explain the three steps in speech planning - surveying, extracting, treating.
2. State advantages and disadvantages of the four methods of speech making.
3. Analyze audiences and facilities.
4. Describe the process for selecting and narrowing an appropriate topic.
5. List sources of information.
6. Outline and write speech.
7. State the value of practicing, rewriting, revising.
8. Plan effectively an informative talk and a persuasive talk for particular audiences.

Instructional Aids:
Transparencies, Handouts: three steps in speech planning
four methods of speech making

Instructional Approach:
Lecture
Discussion
Writing

References:

2, 4, 6, 7, 11, 12, 14, 15, 18

Class Assignments:

Read handouts
Discuss
Write speeches

Module No:	Topic: Speech Planning	
Instructor Notes:		Instructor Outline:
Handout PRH-23 Transparency PRT-8 Note that these are the same 3 steps used for writing.		1. Three Steps in Speech Planning a. Surveying b. Extracting c. Treating
Handout PRH-24		2. Characterizing Audiences, Facilities (go over handout)
Handout PRH-25 Emphasize keeping topic narrow, specific.		3. Selecting a topic (go over handout)
Handout PRH-26 Emphasize that this method is the best (a). Ask students without looking to state advantages and disadvantages of each method (as a review).		4. Four methods of speaking a. Extemporaneous b. Impromptu c. Manuscript reading d. Speaking from memory
Ask students to state the value of practice first, then add points not expressed by them from list at right.		5. Value of practice a. Bestows confidence b. Allows feedback (if before another person) c. Familiarizes you with material. d. Makes revision easier.
Have students plan 5-minute informative talks to a service club like Kiwanis about their treatment plant's operations and a 10-minute persuasive talk to the city council on why water rates should be raised 5%. (The class will deliver the talks after next topic.)		6. Plan talks.

Module No: —	Module Title: Public Relations
	Submodule Title: Public Speaking
Approx. Time:	Topic: Speech Delivery

Objectives:

Student will:

1. Describe the mental attitude needed for public speaking.
2. State the importance of eye contact.
3. Tell the value of emphasis to enthusiasm and enthusiasm for emphasis.
4. Note the importance of avoiding distracting physical and focal mannerisms.
5. Enumerate other speaking aids.
6. Critique their own and other students' speech abilities.

Instructional Aids:

Transparencies
Handouts: speaking tips
critique sheets

Instructional Approach:

Lecture
Discussion
Speech making
Critiquing

References:

2, 4, 6, 11, 12, 14,

Class Assignments:

Read handouts
Discuss
Make speeches
Critique speeches

Module No:	Topic: Speech Delivery	
Instructor Notes:		Instructor Outline:
Handout PRH-27 Emphasize that everyone is nervous initially. Emphasize importance of feedback.		1. Barriers to effective speechmaking a. Nervousness b. Lack of enthusiasm c. Lack of knowledge d. Poor organization e. Distracting mannerisms f. Lack of eye contact
Transparency PRT-9 Handout PRH-28		2. Elements of Effective Speechmaking a. Plan well b. Be enthusiastic c. Emphasize d. Keep eye contact e. Be confident
Handout PRH-29 Have students deliver informative talks and critique themselves and each other. Have students deliver persuasive speeches and critique themselves and each other.		3. Speechmaking practice a. Informative speeches. b. Persuasive speeches.

Evaluation Questions

PUBLIC RELATIONS

Part I. True - False--Put a "T" or an "F" to the left of each numbered item to designate whether statement is true or false.

(T) 1. Public relations is utilized to influence public opinion.

(F) 2. Communication and service are different tasks that do not affect one another.

(F) 3. Attitudes held little importance in effective communication.

(T) 4. Listening is essential to effective interpersonal communication.

(F) 5. Interpersonal relations are little help in affecting governmental decision-making.

(T) 6. The three steps to effective written or speech communication are: surveying, extracting, and treating.

(T) 7. In P.R.'s four-step approach the recovery (feedback) step involves information and attitude assessment.

(T) 8. Complaint handling should be seen as a part of service.

(F) 9. In speech planning, it doesn't matter how familiar you are with the subject initially.

(F) 10. There is no value to practicing a speech if you are a good speaker.

Part II. Multiple-Choice--Choose the ONE BEST answer for each of the following numbered items and write the letter of that answer to the left of the number.

(d) 11. We need public relations for which of the following reasons?

a. To change our image.
b. To make our job easier.
c. To influence governmental decision-making.
d. All of the above.
e. None of the above.

(c) 12. Identify the two overall aspects of public relations:

a. Communication and speaking
b. Speaking and writing
c. Service and communication
d. Service and handling complaints

(c) 13. Which of the following is NOT one of the four main functions of communication?

a. To entertain.
b. To instruct.
c. To elect.
d. To inform.
e. To persuade.

(a) 14. The two types of communication are:

a. Mass and interpersonal
b. Radio and TV
c. Interpersonal and personal
d. Broadcast and press
e. None of the above

(a) 15. Which of the following is NOT one of the four steps of P.R.'s four-step approach?

a. instruction
b. analysis
c. treatment (planning)
d. distribution (communication)
e. recovery (feedback)

(d) 16. Which of the following can result from proper handling of complaints?

a. information for P.R. planning
b. suggestions of better ways to provide service
c. satisfied customers
d. all of the above

(e) 17. Which of the following should you know about a group before planning a speech to reach that group?

a. occasion of group
b. purpose of group
c. interests of members
d. ages of members
e. all of the above

(c) 18. In which of the following methods of speaking is eye contact lacking?

a. Extemporaneous
b. Impromptu
c. Reading from manuscript
d. Speaking from memory

(c) 19. Why is eye contact important in speech delivery?

a. You are more persuasive if you stare at members of the audience.
b. You can then gauge the ages of members of the audience and change your speech if necessary.
c. You can pick up audience reactions.
d. None of the above.

(d) 20. The communication model refers to the flow of communication from communicator to receiver. It includes six elements (communicator, encoder, message, decoder, receiver and:

a. radio
b. broadcasters
c. persuasion
d. feedback
e. none of the above

WHY LEARN PUBLIC RELATIONS?

As water pollution control and water supply plants attempt to change their images away from sewage disposal plants, there needs to be an emphasis on public relations. Public relations is all about influencing images--public opinion. Public relations means relations with your public's:

community
governmental units
customers
employees
press

WHY CHANGE OUR IMAGE?

To make our job easier.

HOW WILL IT MAKE OUR JOB EASIER?

It aids cooperation in funding, reducing complaints, getting favorable government decisions and respect.

HOW DO WE INFLUENCE PUBLIC OPINION?

Through communication and service.

COMMUNICATION MODEL

COMMUNICATOR ENCODER MESSAGE DECODER RECEIVER

FEEDBACK

THIS COMMUNICATION MODEL IS BASED IN ELECTRONICS.

INTERPERSONAL COMMUNICATION WOULD WORK THE SAME, EXCEPT THERE WOULD BE NO ENCODER OR DECODER.

THE ENCODER IS THE BROADCAST TRANSMITTER OR PRINT MEDIUM.

THE DECODER IS MISSING FOR PRINT MEDIA SUCH AS NEWSPAPERS, MAGAZINES OR BOOKS. FOR BROADCAST THE DECODER IS YOUR RADIO OR TV SET.

STEPS:

1. THE COMMUNICATOR FORMS HIS MESSAGE AND GIVES IT TO THE ENCODER.
2. THE ENCODER REFINES THE MESSAGE AND ...
3. SENDS IT OUT OVER THE AIRWAVES AS A SIGNAL.
4. THE DECODER RECEIVES THE SIGNAL AND ...
5. INTERPRETS IT FOR VIEWER AND LISTENER.

STATIC BETWEEN COMMUNICATOR AND RECEIVER CAN BE ELECTRONIC OR CAN RESULT FROM MISAPPREHENSION, PREJUDICE, POOR MESSAGE STATEMENT, ETC.

FACTORS IN EFFECTIVE COMMUNICATION (Eliminating Noise)

I. FACTORS IN MESSAGE FORMULATION:

1. Knowledge of facts, media, audience
2. Skills of writing, speaking
3. Attitudes of communicator

II. FACTORS IN PASSING MESSAGE TO MEDIA:

1. Understanding of information, instructions
2. Attitudes of media personnel
3. Attitudes of communicator

III. FACTORS IN MEDIA COMMUNICATION:

1. Technical skill of media personnel
2. Attitudes of media personnel

IV. FACTORS IN MESSAGE FLOW TO AUDIENCE:

1. Audio, visual interference
2. Listening skill of receiver
3. Beliefs, attitudes of receiver

V. FACTORS IN KNOWING WHETHER COMMUNICATION IS EFFECTIVE:

1. Direct responses of audience
2. Formal, informal gauges of public opinion

SERVICE / COMMUNICATION

Public relations must be aimed toward helping your plant reach its goals of providing more better services to the community. Your communication of your goals and successes toward reaching those goals will gain you the public support necessary to attain them. Especially in government we must have public support to achieve our goals.

Service and communication are interdependent and symbiotic, each thriving only if its partner does: If our services fail, our communications will be more crisis oriented than goal oriented. However, if we gain support publicly, we will become a part of the city's decision-making process. We will be consulted about building projects, zoning and other matters that can very easily affect our ability to deliver services effectively.

Elements of Effective Interpersonal Communication

1. EMPATHIZE - Be able to see things as another in different circumstances might see them. This means you must be sensitive to others.

2. KNOW YOURSELF - Know your strengths and limitations, but don't be complacent about your limitations. But, be yourself and hold a positive self image.

3. LISTEN - (always first) Be a ready and willing listener and show a willingness to respond to others' needs.

4. BE POSITIVE - Yes, say what you mean and mean what you say, but be positive; don't complain, offer solutions. Humor is usually positive and is often the best way to make a point.

5. WATCH FOR FEEDBACK - Learn to recognize physical reactions and verbal reactions to your message. Behavior on the part of the listener helps us to know whether we are getting our message through.

FOUR FUNCTIONS OF COMMUNICATION:

1. To inform
2. To instruct
3. To persuade
4. To entertain

We will be concerned primarily with the first and third functions, though clearly when speaking to school students or social clubs the others may become our immediate concern. Of course, most communication can have elements of each function.

THREE STEPS TO EFFECTIVE WRITTEN COMMUNICATION

1. Surveying

   a. Researching, fact-finding: documented source material.
   b. Observing, interviewing: interpersonal communication, broadcast media.

2. Extracting

   a. Pull together material relevant to general subject matter (some writers prefer to put one fact or statement each on a 3 x 5 card, making it easier to group them later).
   b. Decide major points to be made directly relevant to single theme.

3. Treating

   a. Group material for your particular reader according to its support of a major point to be made.
   b. Put major points and support material in order.
   c. Write leading into first major point and making transition from one major point and its material to another.
   d. Read, rewrite, revise--be sure who, what, when, where, why and how are covered in course of writing.

DOCUMENTED SOURCE MATERIAL

1. Store-Houses of Information:

   a. Libraries--public, school, private
   b. Newspaper--most metropolitan dailies have a "morgue", a file of news clippings by subject.
   c. Government--many government documents available through libraries; others can be secured by writing to particular government agencies whether federal, state or local.
   d. Expert in field--keep a file of experts whose opinions you trust.
   e. Broadcast station--if the newspaper can't help, maybe it can.
   f. Bookstore--your library likely has a current copy of Books in Print, which is divided into listings by subject, title and author. If not, most bookstores do and they can order directly for you.
   g. Files--don't overlook you own files: Keep copies of you own news releases and clippings of news articles on your plant or other subjects that pertain to your works.

2. Library Resources Divisions:

   a. Card catalogue--listing of books in library according to subject, title and author.
   b. Reader's Guide to Periodical Literature--magazines and journals indexed according to subject matter.
   c. Vertical file--pamphlets and other materials filed according to subject matter.
   d. Reference books--the library's reference librarian can help you select appropriate reference books if you have difficulty.

3. General Reference Books:

   a. Dictionaries
   b. Books on usage and style
   c. Books on synonyms, antonyms
   d. Books on quotations
   e. Encyclopedias
   f. Fact-finding guides
   g. Bibliographies
   h. Reader's Guide to Periodical Literature
   i. World Atlas
   j. World Almanac
   k. Biographical references
   l. Yearbooks
   m. Government publications guides

4. Specific Reference Material for Water Treatment and Wastewater Treatment Plant Operators:

The American City
Berkshire Common
Pittsfield, Ma 01201

Chemical & Engineering News
American Chemical Society
1155 16th St. N.W.
Washington D.C. 20036

Chemistry
American Chemical Society
1155 16th St. N.W.
Washington D.C. 20036

Environment
560 Trinity Ave.
St. Louis, Mo. 63130

Environmental News
U.S. Environmental Protection Agency
Washington, D.C. 20460

Federal Register Bulletin
Washington, D.C.

Highlights
Water Pollution Control Federation
3900 Wisconsin Ave. N.W.
Washington, D.C. 20016

Journal of the Environmental Engineering Division
American Society of Civil Engineers
345 East 47th Street
New York, N.Y. 10017

Journal Water Pollution Control Federation
3900 Wisconsin Ave. N.W.
Washington, D.C. 20016

OPERATOR
S.C. Environmental Systems
Clemson University
Clemson, S.C. 20631

Opflow
American Water Words Association
666 W. Quincy Ave.
Denver, Colo. 80235

Pollution Engineering
1301 South Grove Avenue
Barrington, Illinois 60010

Solid Waste Systems
Governmental Refuse Collection and Disposal Association
444 N. La Brea Ave.
P.O. Box 36591
Los Angeles, California 90036

Technology Transfer
U.S. Environmental Protection Agency
Cincinnati, Ohio 45268

Water & Wastes Digest
P.O. Box 13728
Philadelphis, PA. 19101

Willing Water
American Water Works Association
666 W. Quincy Ave.
Denver, Colo. 80235

NEWS RELEASE FACTS

1. Construction complete on the new waste water treatment plant.
2. Open house will be Thursday, June 15.
3. Mayor John Jones will officiate at ribbon-cutting ceremony.
4. Council members and Chamber of Commerce officials will also take part in the ceremony.
5. Coffee for all in attendance will be served at 11 a.m.
6. All in the community are invited.
7. Plant cost $2.3 million to build. It was financed by revenue bonds.
8. The plant is on Highway 23 one mile west of Your Town.
9. There is parking available just east of plant office. There will be signs to direct cars.
10. Open house hours are from 9 a.m. to 4 p.m.

NOTE: What will interest the reader the most? That should be your lead in.

PRH-10

YOUR NAME AND TITLE
CITY DEPARTMENT
PHONE NUMBER
DATE

LEAVE SPACE AT TOP AND ON SIDES OF COPY SO MEDIA CAN MAKE ANY NEEDED CHANGES

(SAMPLE PRESS RELEASE)

RELEASE DATE — FOR IMMEDIATE RELEASE

MOST IMPORTANT POINT TO READER

WHERE / WHEN — YOUR TOWN -- A ten percent increase in Your Town's water rates will be proposed at Monday night's City Council meeting, according to Jim Smith, water treatment plant operator. — WHO

WHY — The increase is needed to finance repayment of $2.3 million in revenue bonds issued to build an addition onto the city's water treatment plant, Smith said. The council voted last Monday to issue the bonds.

WHAT DOES IT MEAN? / COMPARISON — The rate for treated water metered up to 1,000 cubic feet would increase from the present $1 per 100 cubic feet to $1.10 per 100 cubic feet if the proposal is approved.

The rate for treated water metered between 1,000 and 5,000 cubic feet would increase from 90 cents to 99 cents per 100 cubic feet. Beyond 5,000 cubic feet, the rate would increase from 80 cents to 88 cents per 100 cubic feet.

Under the proposal, the minimum monthly charge for raw water will be $72, up from $60. The raw water rate would increase from 15 cents to 17.5 cents per 100 cubic feet.

INFORMATIVE

RATIONALE — The council in its decision to issue the bonds praised the city engineer for the modest price tag for the addition and stated that now is a good time to issue the bonds because of currently favorable interest rates of 5.8 percent.

PERSUASIVE

WHEN — The rate increase as proposed would take effect next month.

COMMON ENDING DESIGNATION

P.R.'s Four-Step Approach

ANALYSIS

TREATMENT

DISTRIBUTION

RECOVERY

Step One: ANALYSIS

1. Determine the state of relations with your public based upon sources of information and attitude assessment.

   a. articles, news stories and letters to the editor

   b. opinion polls and surveys

   c. types and frequency of complaints and compliments

   d. interpersonal communication

   e. employee reports

   f. suggestion box

(If you feel you lack information about people's attitudes, you may want to initiate a questionnaire sent out with city billings.)

2. Record and file above data by subject matter.

Step Two: TREATMENT

1. Based upon your assessment of your relations with your public's and the plant's long-range goals (usually set in accord with city planners' and city government's goals), set very specific quantified short-range goals to:

   a. Notify customers well in advance of service or or rate changes, or proposals for changes with complete explanations of causes and benefits.

   b. Keep citizens and customers informed about innovations at the plant, successes in meeting service needs and personal achievements of employees (whether on the job or off).

   c. Inform citizens of policies that affect them, such as methods of handling complaints.

   d. Don't miss an opportunity to tastefully toot your horn, but only if your horn is polished--credibility leads to trust and respect, which are essential elements to effective communication.

   e. Quantify your goals as much as possible: "This year we will get 24 news releases out to the media" or "By June 1, we will try to have reached all cutomers in the southwest district with three separate communications.."

Step Three: DISTRIBUTION

1. You can get informative and persuasive communications to your publics through:

   a. mailings to accompany billings

   b. press releases and photographs to print and broadcast news media

   c. reports to city officials

   d. interpersonal communication (opinion leaders)

   e. speeches to community and civic groups

   f. correspondence

   g. displays at the plant and elsewhere

   h. plant tours, open house

   i. advertising

   j. awards

2. Criteria of effective communication:

   a. Use as many avenues as are available and affordable, yet appropriate, to a particular message for particular publics.

   b. Always explain technical terms and data fully, since they will be unfamiliar to many in your audience.

   c. Timing is of the essence---a major criterion of news is freshness; stale news isn't news.

   d. Clarity, brevity, consistency are P.R. virtues.

Step Four: RECOVERY

1. This is the same as Step One--just be sure you follow up. Remember the bullet theory of communication is dead and use of it is sure to kill your communication effectiveness. Know the value of recycling.

   a. Be flexible--if your goals are unattainable, reconsider them; if your methods aren't working, rethink them. Planning is good anytime--anytime it's thorough.

YOUR ATTITUDES

1. Your attitudes:

   a. Toward your job
   b. Toward your fellow employees
   c. Toward your family
   d. Toward others

   can help or hinder your ability to effectively handle complaints, to remain cool, detached--take care of your attitudes!

2. See complaint handling as a part of the service you provide and not an interruption to that service.

   a. A customer is having difficulty--you serve him.

   b. Complaints can render information vital to P.R. planning.

   c. Complaints can lead to suggestions of better ways of providing service.

   d. A well handled compalint call can lead to a satisfied customer and the kind of P.R. you can't buy any other way.

3. Some callers have as their goal to upset you as much as they are upset, whether it has anything to do with your service or not.

   a. Are you going to let them do that to you?

   b. It may be impossible to cool them down.

   c. Can you end the call firmly but tactfully?

TELEPHONE TIPS

1. Ways of defusing angry callers:

   a. Acknowledge the callers feelings--"I can see you are very upset..."

   b. Practice listening--don't unduly interrupt him; let him get it off his chest.

   c. Be a problem solver--listen for clues to the real problem.

   d. Ask questions--"How high is the water?" "Is it rising?" Questions help get to the real problem.

   e. Show respect--he may eventually show you respect, a P.R. plus.

   f. Remain detached--you can remain cool only if you remain detached from your own emotions.

   g. Show interest--callers won't cool down unless they think you really care.

   h. Know how to end a call firmly, but tactfully if just a crank call.

2. Know the procedures of handling complaints so you won't promise what can't be delivered.

3. Record the complaint accurately and follow through on seeing that the proper person is notified

PRH-18a

COMPLAINER

ROLE-PLAYING SITUATION #1

There is a terrible smell coming from a sewer drain at the end of your block. You are having a family reunion and an outdoor barbeque this evening and don't want the odor to ruin it.

Can the city get there to stop the odor this afternoon?

If not, is there something you could do to quell the odor? (Sound very disappointed if they say they can't get to it until another day, and keep saying that this evening had been planned for a long time and that some people couldn't be reached to change the location for the barbeque, so you really need help on it.

NOTE: Use you own name, address, and phone number and ad lib any other comments as the need arises during your conversation.

Plant Operator ROLE-PLAYING SITUATION #1

You have a crisis in the southwest part of town where a water main has broken and a small brush fire is burning out of control. The crews are all out working to repair the break, but you can't count on the patch job holding until they get the fire out. So, you can't promise any immediate service except in cases of dire emergency.

NOTE: At end of conversation, tell class what action you would take and what you would do with the complaint report.

Complainer

ROLE-PLAYING SITUATION #2

You have a backed up sewer and can't shower or do any washing of clothes or dishes without the water backing up (there is no water in the basement now, but all sink and toilet water drains very slowly).

You have called the city before on this—yesterday (though you got the wrong department and the new girl who answered said she would forward your complaint to the right office—you don't know whether she did, but after all it's the same city government. Don't they talk to each other?)

You want action now and fast or you are going to call the mayor who is a personal friend of yours.

NOTE: Use your own name, address, and phone number and ad lib other comments as the need arises during the conversation.

Plant Operator ROLE-PLAYING SITUATION #2

It is near the end of the day and your only crew is working hard to finish putting in a sewer main so homeowners in that section of town can start hookups tomorrow as previously scheduled.

You can't commit any workers unless an emergency arises. You could schedule something for tomorrow.

NOTE: At end of conversation, tell class what action you would take and what you would do with the complaint report.

Complainer

ROLE-PLAYING SITUATION #3

You just went into your basement and smelled gas around your furnace. You discovered the pilot light was out but you don't know how to turn off the gas. The smell is really strong and you haven't opened any windows yet-you wanted to get help first (You have no idea how long the pilot has been out; you were gone all day today and yesterday).

You want them to notify the right department if it is out of their jurisdiction, because you have to get the windows open in a hurry before there is an explosion. If the person you are talking to protests that you have to call the right department yourself after saying that you have to hurry to open windows, then just hang up on him.

NOTE: Use your own name, address, and phone number and ad lib any other comments as the need arises during the conversation.

Plant Operator ROLE-PLAYING SITUATION #3

Your department handles only water and waste treatment — the gas utility is a different and distinct department.

NOTE: At the end of the conversation, tell the class what action you would take and what you would do with the complaint report.

Complainer

ROLE-PLAYING SITUATION #4

You just got a water bill that is double the last one that you thought was high enough. You say you couldn't have used twice the water, even though you did water the garden a couple times during the month. You want your meter checked out, because there must be something wrong with it. You won't take "no" for an answer – how do you know that the meter registers accurately.

NOTE: Use you own name, address, and phone number and ad lib other comments as the need arises during the conversation.

Plant Operator ROLE-PLAYING SITUATION #4

Answer this complaint as you ordinarily would in your plant and tell the customer explicitly how you will deal with it.

NOTE: At end of conversation, tell the class what action you would take and what you would do with the complaint report.

PRH-22

Route to: _____

DATE _____

NO. 24775

PERSON RECEIVING CALL _____

ACCT. NO. _____

TIME CALL RECEIVED _____

NAME OF CITY AND ADDRESS

Nature of Complaint:

GAS ☐ WATER ☐ SEWER ☐

METER READINGS: GAS: _____ WATER: _____

QT.	CODE NO.	DESCRIPTION OF MATERIAL	UNIT PRICE	TOTAL PRICE

SAMPLE JOB ORDER FORM AND COMPLAINT FORM

SERVICEMANS NAME _____

JOB ARRIVAL TIME _____

JOB DEPARTURE TIME _____

COMPLETE EXPLANATION OF WORK PERFORMED _____

NAME	M	T	W	TH	F	S	TOT HRS	RATE	TOTAL
TOTAL									

THREE STEPS IN SPEECH PLANNING

1. Surveying:

   a. Determine purpose you want speech to perform.
   b. Characterize audience, facility.
   c. Find out time available.
   d. Select topic--keep narrow, specific.
   e. Pick speaking method.
   f. Research, fact-find.

2. Extracting:

   a. Pull material together.
   b. Decide major points to be made.

3. Treating:

   a. Put major points and support material in order.
   b. Write speech, or outline on cards.
      (1) Include anecdotes to illustrate major points--
          everyone likes stories.
   c. Read, rewrite, revise.

CHARACTERIZING AUDIENCES, FACILITIES

1. What type of audience will it be?
   a. purpose of group (e.g. social, religious, educational, humanitarian)--fit your talk to its purpose as much as possible.
   b. makeup of group--ages, special interests, audience's knowledge or expertise in possible topics.
   c. occasion of group--fit your talk to occasion of group if special.

2. What facilities will be available?
   a. types of projectors, screens, sound systems
   b. size of room, speaker area
   c. chalkboards, podium, easels, other visual aid equipment
   d. lighting and lighting controls

SELECTING A TOPIC

1. Your topic should:

   a. Be something you know something about--the more familiar you are with the topic the easier planning becomes.

   b. Pertain to the purpose of the group and occasion.

   c. Be suitable for the makeup of the group.

   d. Be narrowed to fit whatever time slot is available for it and allow time for questions if desirable--make your topic as specific and relevant to the local situation as possible.

FOUR METHODS OF SPEECHMAKING

1. Types of speaking methods: extemporaneous, impromptu, reading from manuscript, speaking from memory.

   a. Extemporaneous (not read or recited) speaking:

      (1) allows eye contact for better feedback
      (2) necessitates you know the subject
      (3) allows use of a backup system (outline or main points on cards)
      (4) allows you to tailor talk to those present
      (5) usually poor for important statements to government bodies, press

   b. Impromptu (no preparation often in answer to the press's questions):

      (1) necessitates care to answer only what you are certain of
      (2) allows eye contact and often informal atmosphere for good feedback
      (3) poor method unless necessary

   c. Reading from a manuscript:

      (1) best for important statements
      (2) good for complete security
      (3) often comes across as read rather than as spoken
      (4) eye contact lost
      (5) difficult to make language changes called for if audience makeup different than expected.

   d. Speaking from memory:

      (1) good for opening, closing remarks or for short speeches such as introducing a speaker or accepting an award
      (2) eye contact gains feedback
      (3) can make remembering difficult if you change wording to make appropriate to audience.
      (4) may sound mechanical--you concentrate more on what to say than how to say it
      (5) if you forget some, you may miss important points or become visibly upset, though outline on cards possible

BARRIERS TO EFFECTIVE SPEAKING

1. Nervousness--everyone is nervous, but most find ways to control or overcome it:

   a. Know that your audience is friendly; it's only very controversial people who get unfriendly audiences.
   b. Know your subject, it will raise your level of confidence.
   c. More physically, walking or gesturing; that will help work off nervous energy.
   d. "Feel" confident while you are speaking; you will if you've picked a topic you know and are interested in.
   e. Speak as often as you are able; it gets easier each speech.
   f. Remember the hardest part of your speech is the beginning; once begun the rest merely follows the lead in, and if you have planned an ending, it will get more and more relaxing as you continue.

2. Lack of enthusiasm--you may initially not relish speaking, but once into your speech, if you know your subject and are keenly interested in it, you will show the enthusiasm necessary to interest your listeners.

3. Lack of knowledge--this shouldn't happen except in cases where you may be asked to answer questions impromptu and you don't have certain data at hand.

4. Poorly organized speech--if you understand your topic and cover all important points leading from one to the next, you will have sufficiently well organized speech.

5. Distracting mannerisms:

   a. If you begin to stutter, slow down; most beginning speakers speak too fast because they are trying to work off nervousness. Speaking slowly can help calm you.
   b. Try not to make nervous gestures; make gestures that emphasize points in your speech--these gestures will help calm you.

6. Lack of eye contact--unless someone breaks into your speech with a question (rare), it is your only means to knowing whether your audience is with you or whether they are lost or disinterested.

ELEMENTS OF EFFECTIVE SPEECHMAKING

1. PLAN WELL - take it step by step.

2. BE ENTHUSIASTIC - if you are, they are.

3. EMPHASIZE - if you're enthusiastic, you'll emphasize.

4. KEEP EYE CONTACT - learn to read your audience's reactions.
   Go to speeches and observe.

5. BE CONFIDENT - take care of the above and confidence is yours.

PRH-29

SPEECH CRITIQUE SHEET

Speaker's Name _____

Topic _____

ELEMENT	RATING # Poor 1	Fair 2	Good 3	Very Good 4	Outstanding 5
I. PLANNING					
1. Topic appropriate					
2. Topic narrowness sufficient					
3. Substantiation of major points					
4. Speech organization					
5. Explanation of terms					
6. Knowledge of subject					
7. Overall preparedness					
II. DELIVERY					
8. Enthusiasm					
9. Emphasis					
10. Eye contact					
11. Lack of distracting mannerisms					
12. Nervousness obvious					
13. Method of speaking appropriate					
14. Speaker confidence					
15. Overall audience interest					

COMMUNICATION MODEL

COMMUNICATOR ENCODER MESSAGE DECODER RECEIVER

FEEDBACK

THIS COMMUNICATION MODEL IS BASED IN ELECTRONICS.

INTERPERSONAL COMMUNICATION WOULD WORK THE SAME, EXCEPT THERE WOULD BE NO ENCODER OR DECODER.

THE ENCODER IS THE BROADCAST TRANSMITTER OR PRINT MEDIUM.

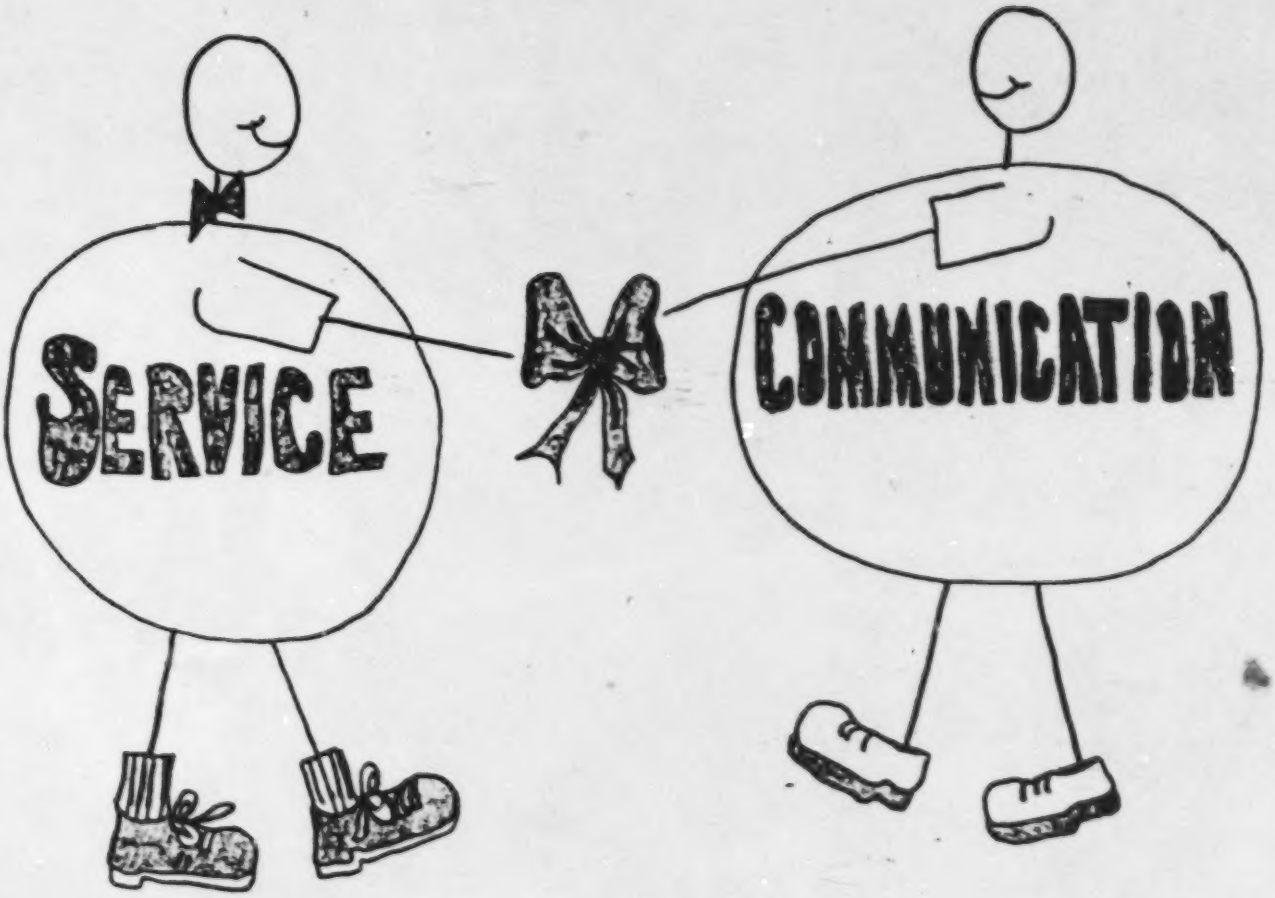
THE DECODER IS MISSING FOR PRINT MEDIA SUCH AS NEWSPAPERS, MAGAZINES OR BOOKS. FOR BROADCAST THE DECODER IS YOUR RADIO OR TV SET.

STEPS:

1. THE COMMUNICATOR FORMS HIS MESSAGE AND GIVES IT TO THE ENCODER.
2. THE ENCODER REFINES THE MESSAGE AND ...
3. SENDS IT OUT OVER THE AIRWAVES AS A SIGNAL.
4. THE DECODER RECEIVES THE SIGNAL AND ...
5. INTERPRETS IT FOR VIEWER AND LISTENER.

STATIC BETWEEN COMMUNICATOR AND RECEIVER CAN BE ELECTRONIC OR CAN RESULT FROM MISAPPREHENSION, PREJUDICE, POOR MESSAGE STATEMENT, ETC.

_ PARTNERS IN PROMOTING PUBLIC IMAGE



Effective Interpersonal Communication

EMPHASIZE

KNOW YOURSELF

LISTEN, LISTEN, LISTEN

BE POSITIVE

WATCH FOR FEEDBACK

Four Functions of Communication

INFORM

INSTRUCT

PERSUADE

ENTERTAIN

Three Steps to Effective Written Communication

S U R V E Y I N G

E X T R A C T I N G

T R E A T I N G

P.R.'s Four-Step Approach

ANALYSIS

TREATMENT

DISTRIBUTION

RECOVERY

TELEPHONE TIPS

DEFUSE ANGRY CALLERS

RECORD COMPLAINTS PROPERLY

FOLLOW THROUGH

THREE STEPS IN SPEECH PLANNING

S U R V E Y I N G

E X T R A C T I N G

T R E A T I N G

Elements of Effective Speechmaking

PLAN WELL

BE ENTHUSIASTIC

EMPHASIZE

KEEP EYE CONTACT

BE CONFIDENT